DOCUMENT RESUME

ED 426 338 CG 029 030

TITLE	Career Activity: Technology and Career Development.
INSTITUTION	Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE	1998-11-00
NOTE	53p.
AVAILABLE FROM	Oklahoma Dept. of Vocational and Technical Education, Guidance Division, 1500 W. 7th Ave., Stillwater, OK 74074-4364; Tel: 405-743-5447.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Development; Curriculum; Distance Education; Elementary Secondary Education; Job Search Methods; Lesson Plans; Poetry; School Counselors; *Teacher Education; Teaching Methods; *Technology; Telecommunications; Vocational Education; *World Wide Web
IDENTIFIERS	Oklahoma

ABSTRACT

This booklet of lesson plans is designed to be used in the classrooms of teachers in Oklahoma who have completed a 40-hour content-rich training program concerning the integration of technology into the curriculum. Lessons appropriate for Middle School/High School and Elementary School are included. Through the training teachers develop skills to engage learners and enhance the overall learning experiences of students through the use of telecommunications and distance learning technology. The focus of the activities is career development, specifically job hunting. The lesson plans span across the curriculum: art, language arts, mathematics, science, and social studies are included. Many of the instructional activities focus on using World Wide Web sites; Internet addresses are included. Reproducible student handouts are provided. Included are technology tips for counselors and teachers. This booklet supplies checklists for recognizing different home pages on the web, tips on video conferencing, hints for using Internet in the classroom, and ideas for constructing bulletin boards concerning technology careers. (MKA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 426 338

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CG

career

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J HART
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

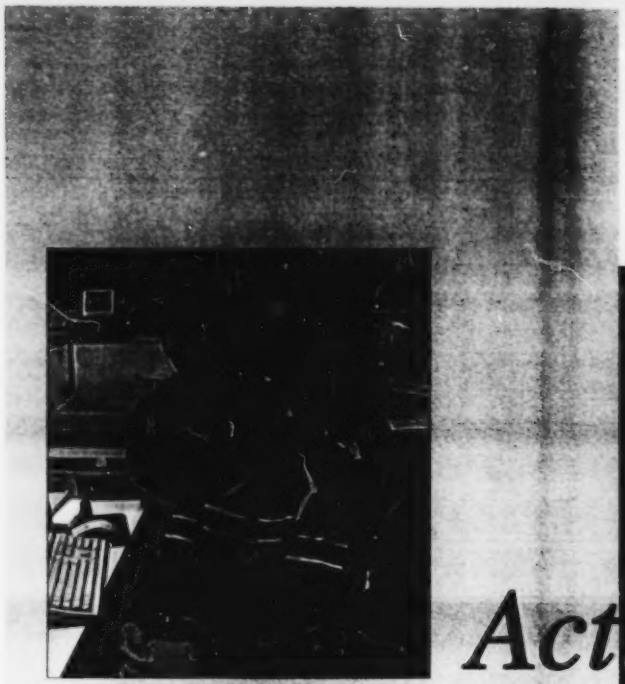
ctivity

TECHNOLOGY DEVELOPMENT

November 1998

CG029030

BEST COPY AVAILABLE



EHS

FOUR YEAR PARTNERSHIP

career opportunities

SCHOOL-TO-WORK

GUIDANCE DIVISION

JOYCE HART
MELISSA GARDNER
ALLISON REED
LEVI BILBREY
PAYTEN JOHNSON
NICOLE MILTON
BRIDGET RIEGEL
JONATHAN SMITH, ALUMNI
DEE GRIGGS, INSTRUCTOR

THANK *you*

The elementary lesson plans included in the career *Activity File* were developed by Muskogee's Tony Goetz Elementary School Staff.

A special thanks goes to the following staff members:

Pam Bradley.....Principal, Tony Goetz Elementary School
Susan Chaffin.....Fifth-Grade Teacher, Tony Goetz Elementary School
Elizabeth Haney.....Media Specialist, Tony Goetz Elementary School
Kennie Hull.....Fifth-Grade Teacher, Tony Goetz Elementary School
Tina McDaniel.....Fourth-Grade Teacher, Tony Goetz Elementary School
Kristal McKnight.....Kindergarten Teacher, Tony Goetz Elementary School
Tammy Pierce.....Second-Grade Teacher, Tony Goetz Elementary School
Dana Underwood.....Music Teacher, Tony Goetz Elementary School
Dorothea Baltes.....Muskogee Workforce Development Project Coordinator

Resources

Education Associates, Inc.
Careers In Action: Elementary Career Awareness System
340 Crab Orchard Road
P.O. Box 4290
Frankfort, Kentucky 40604
(502) 227-4783

Oklahoma Department of Vocational and Technical Education
Career Development Activities: Elementary Level
1500 West Seventh Avenue
Stillwater, OK 74074
(405) 743-5447

Storybook Station (CAPS) Career Awareness Packet Reading Series
6909 W. Hefner Road
Oklahoma City, OK 73162
(405) 720-2665

Melissa Matusevich, Telecommunications Projects
Melissa@bev.net

table CONTENTS

Telecommunications and Distance Learning Technology Training 3
Career Poster Contest 4
Career Poetry Contest 5
Job Search Sites 6
America's Career Kit 8
Introduction to Track Star 9
Fun With Technology 10
Math and Careers 12
Middle School/High School Activities 14
- **Dream Career**
- **Who Uses These Skills?**
- **What's Math Got To Do With It?**

Elementary Activities 27
- **Telecommunications Projects**
- **Gobs of Jobs**
- **Constructing Careers**
- **Suited for Success**

Tips for Counselors and Teachers 42
- **Checklist for a Personal Home Page**
- **Checklist for an Informational Web Page**
- **Tips on Video Conferencing**
- **Hints and Tips for Using Internet in Your Classroom**
- **Hints and Tips for Great Presentations**

Bulletin Board Ideas 48

This *Activity File* has been provided by Career Development Services, Career Information, and the Guidance Division of the Oklahoma Department of Vocational and Technical Education. If you have questions or comments concerning this material, contact:

Guidance Division, Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

PLEASE DUPLICATE AND SHARE THESE ENCLOSED MATERIALS WITH PARENTS, TEACHERS, ADMINISTRATORS, AND OTHERS CONCERNED WITH CAREER DEVELOPMENT.

Telecommunications and Distance Learning

Technology Training

◆WHAT◆ This training will help you integrate technology into your curriculum, engage learners, and enhance the overall learning experiences of your students through the use of telecommunications and distance learning technology. All training is done by teams of trained and certified Master Trainers who are teachers currently integrating technology into their own classrooms.

◆WHO◆ All teachers and instructors in Oklahoma, public and private, from kindergarten through 12th grade, higher education, and vocational education institutions are eligible to participate in this training. The training provided is for those educators who already have level-one basic technology skills. Participants should also have the equipment and connectivity necessary to use the skills taught in this training.

◆WHY◆ This training will help you better utilize technology in your instruction and thereby enhance learning opportunities for your students. When you complete the training, you will be a certified Lead Technology Teacher. Our project goal is to develop in every wing of every school at least one teacher highly trained in using technology who will serve as a local resource to other teachers.

◆WHERE◆ The training is offered across the state at facilities equipped with telecommunications and distance learning technology. There are six regional coordinators who have made arrangements with existing educational institutions to bring the training close to you, in time frames to meet local needs.

◆WHEN◆ The complete training takes approximately 40 hours and is content-rich. Examples used in the training are relevant to educational practices. Participants are given time for hands-on, guided instruction. Contact your regional coordinator for specific training opportunities in your region.

◆HOW◆ Funding through telephone companies as specified in House Bill 1815 provide for this training. HB 1815 established the training fund to provide "statewide teacher training in the most effective use of telecommunications and distance learning technology for the enhancement of education throughout the state."

Contact Rose Bonjour, Oklahoma Department of Vo-Tech, (405)-743-5491 for more information.

career POSTER Contest

Technology and Career Development

Sponsored by the Oklahoma and National Career Development Associations (OCDA/NCDA)

Eligibility: There are five divisions: Primary (grades K-2), Intermediate (grades 3-5), Middle Grades (grades 6-8), Senior (grades 9-12), and Adult (post-secondary).

Theme: Poster should reflect the 1998 theme: "Technology and Career Development." Lifestyles, leisure time, career awareness, career planning, occupational activity, and career development are possible subthemes. Slogans may be used.

Judging Criteria: Judging will be based on originality/creativity and development of theme. Attention will be focused on basic art principles and appropriate use of media and lettering. Only posters judged as first, second, and third place school winners should be sent for judging in the state contest.

Lettering: Simple bold lettering is preferred. Captions may be used to convey the message, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

Size: Minimum size is 22 x 22 inches; maximum size is 22 x 28 inches.

Display: Posters are to be displayed in the student's school during National Career Development Month (November 1998). Winning posters must be sent to the OCDA coordinator by **December 4, 1998.**

Entry Form: Place the completed entry form below on a 3 x 5 inch card and attach to the back of each entry.

Mail posters chosen as school winners to: Debbie Butler, OCDA Career Poster Contest, Verdgris Public School, 8104 East 540 Road, Claremore, OK 74017 (918) 266-6333.

Name_____ Grade_____
First MI Last

Address_____
City State Zip

School Name_____

School Address_____
City State Zip

Contact Person_____

School Phone_____ County/District_____

All entries become the property of OCDA/NCDA and will not be returned.

Technology and Career Development

Sponsored by the Oklahoma and National Career Development Associations (OCDA/NCDA)

Eligibility: There are five divisions: Primary (grades K-2), Intermediate (grades 3-5), Middle Grades (grades 6-8), Senior (grades 9-12), and Adult (post-secondary).

Theme: Poster should reflect the 1998 theme: "Technology and Career Development." Lifestyles, leisure time, career awareness, career planning, occupational activity, and career development are possible subthemes. Slogans may be used.

Judging Criteria: Judging will be based on originality/creativity and development of theme. Attention will be focused on basic art principles and appropriate use of media and lettering. Only posters judged as first, second, and third place school winners should be sent for judging in the state contest.

Lettering: Simple bold lettering is preferred. Captions may be used to convey the message, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

Size: Minimum size is 22 x 22 inches; maximum size is 22 x 28 inches.

Display: Posters are to be displayed in the student's school during National Career Development Month (November 1998). Winning posters must be sent to the OCDA coordinator by **December 4, 1998.**

Entry Form: Place the completed entry form below on a 3 x 5 inch card and attach to the back of each entry.

Mail posters chosen as school winners to: Debbie Butler, OCDA Career Poems Contest, Verdigris Public School, 8104 East 540 Road, Claremore, OK 74017 (918) 266-6333.

Name _____ Grade _____
First MI Last

Address _____
City State Zip

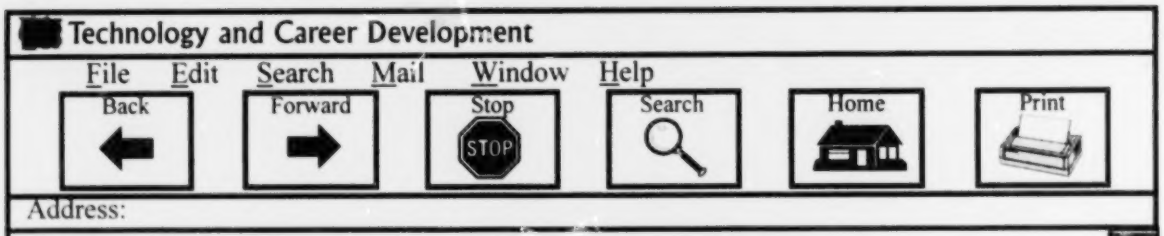
School Name _____

School Address _____
City State Zip

Contact Person _____

School Phone _____ County/District _____

All entries become the property of OCDA/NCDA and will not be returned.



Job Search Sites

America's Help Wanted	http://www.jobquest.com/
America's Job Bank	http://www.ajb.dni.us
America's Talent Bank	http://www.atb.org
Business Profiles	http://www.clickit.com/touch/mome.htm
Big Book	http://www.bigbook.com/
Career Magazine	http://www.careermag.com/
Career Mall	http://www.techlinx.org/mall/
Career Mart	http://www.careermart.com/
Career Mosaic	http://www.careermosaic.com
CareerNet	http://careers.org
Career Path	http://careerpath.com/
Career Resources Homepage	http://www.rpi.edu/dept/cdc/homepage.htm
Career Services and Placement	http://www.msu.edu/csp/
College Grad Job Hunter	http://www.collegegrad.com/
Contract Employment Weekly	http://www.ceweekly.wa.ocm/
FedWorld	http://fedworld.gov/jobs/jobsearch.html
IBM Employment	http://www.empl.ibm.com/carus.htm
Infonet	http://www.info.net/
JobBank USA	http://www.jobbankusa.com
Job Hunt, Stanford University	http://rescomp.standford.edu/jobs.html
JOBTRAK	http://www.jobtrak.com:80/profiles/
Job Web	http://www.jobweb.org/jobs/
MCI's Small Business Center	http://www.mci.com
Monster Board	http://www.monster.com
National Business Employment Weekly	http://enews.com:80/magazines/nbew/

Job Search Sites

Navy Jobs in OK & TX	http://navydallas.com
NOICC	http://www.noicc.gov
Oklahoma's JobNet	http://www.oesc.state.ok.us
Oklahoma SOICC	http://okvotech.org/soicc/index.htm
Online Career Center	http://www.occ.com/
Peterson's	http://www.petersons.com/
Salary Calculator	http://www.homefair.com/homefair/cmr/salcalc.html
Student Center	http://www.studentcenter.com/
State of Oklahoma OPM	http://www.state.ok.us/~opm/jobnotc.html
The Catapult	http://www.jobweb.org/catauplt/catapult.html
The Chronicle of Higher Education	http://chronicle.merit.edu/
The Internet Job Source	http://statejobs.com/
The Riley Guide	http://www.jobtrak.com/jobguide
Trends in the U.S. Job Market	http://ttrcnew.ttrc.doleta.gov/almis/
USA Jobs	http://www.usajobs.opm.gov
Virtual Job Fair	http://www.vjf.com/
Wall Street Journal	http://careers.wsj.com
Washington WOIS	http://www.wois.org
4Work	http://www.4work
Workforce New Jersey	http://www.wnjpin.state.nj.us
Yahoo Megalist	http://www.yahoo.com

Compiled by Dr. Curtis G. Shumaker, Oklahoma SOICC.
curtis_shumaker@okvotech.org; Phone: 405-743-5198 Fax: 405.743.6808

America's CAREER kit

America's Job Bank (www.ajb.dni.us), the largest and most frequently visited electronic job bank, is the site where thousands of job seekers each day view over 750,000 job vacancies. The jobs include the entire sweep of the economy (cooks to computer programmers) and come from major corporations as well as small businesses in every State in the Union.

The service is simple to use. Employers using America's Job Bank (AJB) for the first time should sign onto the AJB website, click on employer, and complete all of the requested registration information. Within approximately 72 hours, approved employers will be contacted by AJB staff to establish a user ID and password. **You are now ready to post a job and begin to reach thousands of potential job seekers each day.** Just enter the AJB website and select the employer button.

America's Talent Bank (www.atb.org), allows employers to search a nationwide database of electronic resumes to find suitable candidates for their job openings. The Talent Bank is currently operational in nine States (specified on the Talent Bank website). If you are located in, or are interested in employees from any of these States, follow the instructions given on the website.

America's Career InfoNet (www.acinet.org), offers valuable resources for the employer and job seeker alike including: employment trends; prevailing wages; economic information; demographic information, etc. Upcoming enhancements to this service will include State and local-level data and on-demand information available directly from America's Job Bank and America's Talent Bank.

America's Learning Exchange (www.alx.org), currently under development, will make it easier for employers and individuals to find the training they need. Employers will be able to search for training packages and providers or leave training specifications in a special marketplace where training vendors can bid to fulfill employer needs. Employers also may list any courses they have developed which they are willing to license and sell. The goal of America's Learning Exchange is to lower the overall costs of training, thus leading to a greater willingness of employers and individuals to invest in the training necessary to raise the skill level of the American workforce. Check out the Learning Exchange's demonstration website to see how this exciting new effort is progressing.

Supported by
U.S. Department of Labor/Employment and
Training Administration
and your State Employment Service

Introduction to

What is TrackStar?

TrackStar is a free service provided by the South Central Regional Technology in Education Consortium (SCR*TEC) that allows you to create a more structured internet learning experience by creating online laps, or "tracks," to guide students through existing web pages. Creating a lesson is as easy as filling out an online form and clicking a button.

- ◆You don't need to know how to create web pages.
- ◆You don't need to know any kind of programming language.
- ◆You don't need to have your own server.
- ◆You don't need to download or install any special software.

How does it work?

All you need is:

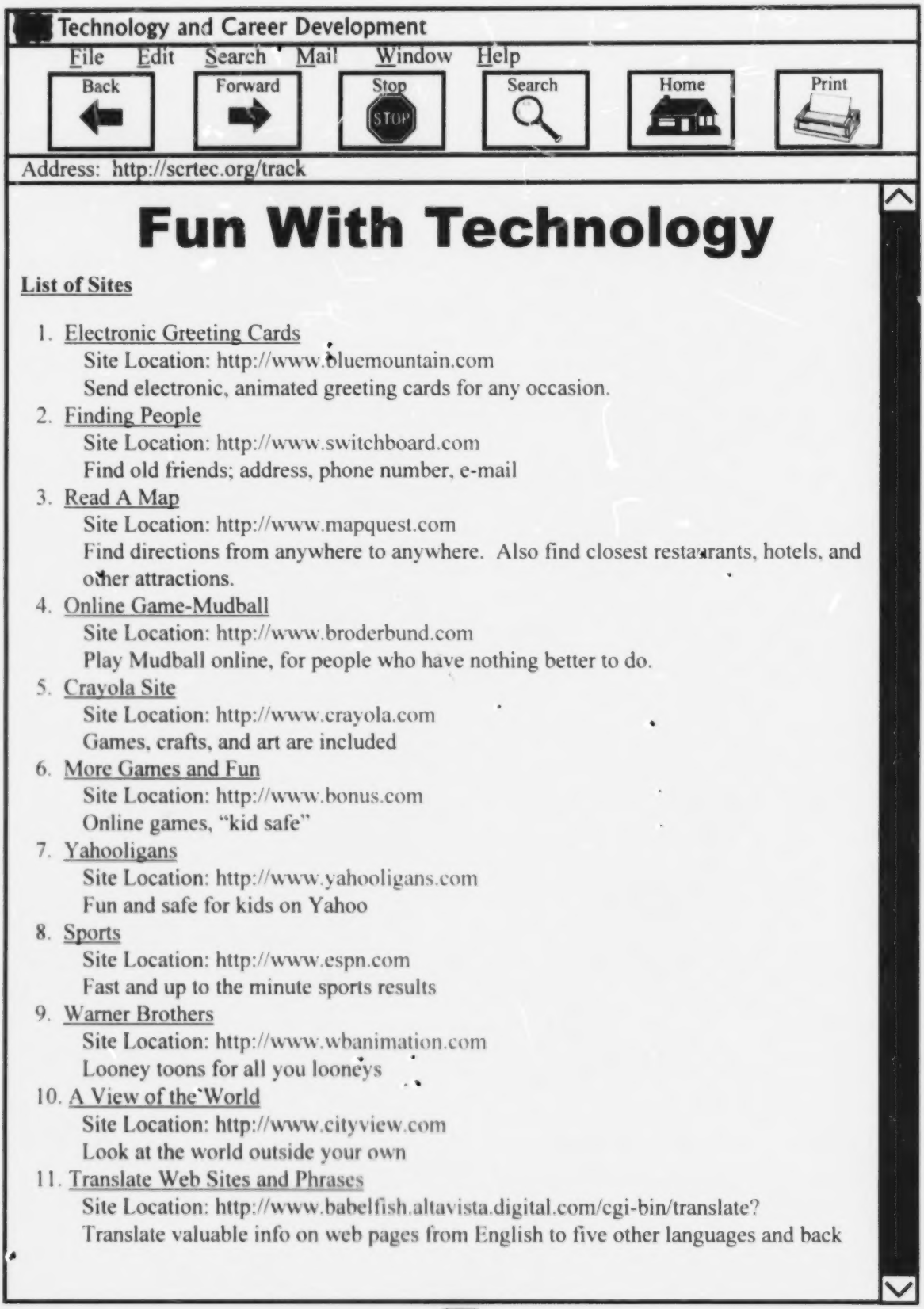
- ◆ Internet access
- ◆ A topic for your lesson
- ◆ A list of internet sites relating to your topic, including each site's URL (address), title, and your notes for each site (such as questions the student should answer or a project the student should complete using information from that site).You must use at least three URLs, and no more than half of your URLs can be part of the same parent site (for example, if you wanted to use two pages from Microsoft's site, you would need to use at least two pages that were not part of the Microsoft site).

The attached worksheet will help you gather this information. When you've done the instructional design, TrackStar does the rest. Simply go to the TrackStar website (http://scrtec.org/track), click on "Make a Track," and begin entering the information.

If you're not ready to create your own lesson, you can still use TrackStar. Hundreds of TrackStar lessons have already been created and can be searched by grade, subject, or keyword. All lessons created with TrackStar are available to anyone – lessons cannot be restricted or password-protected.

To see a sample of a lesson created by Career Information (Joyce Hart) go to http://scrtec.org/track and search for Dream Career, choose frames and pick the lesson. Samples of hard copies are attached for those without Internet access.

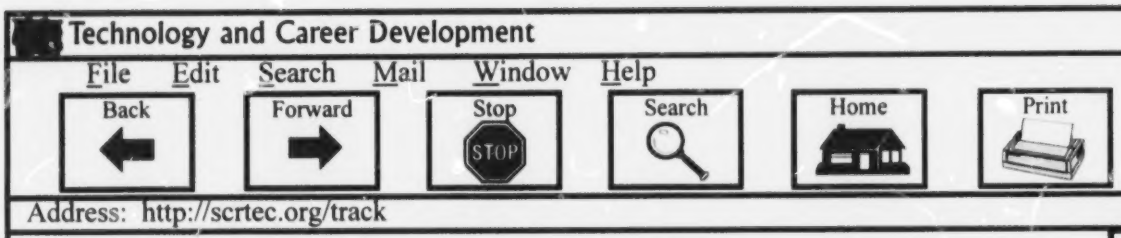
SCR*TEC has other resources for instructors and students – please visit their home page at http://stc.org to see what they have to offer.



Fun With Technology

List of Sites

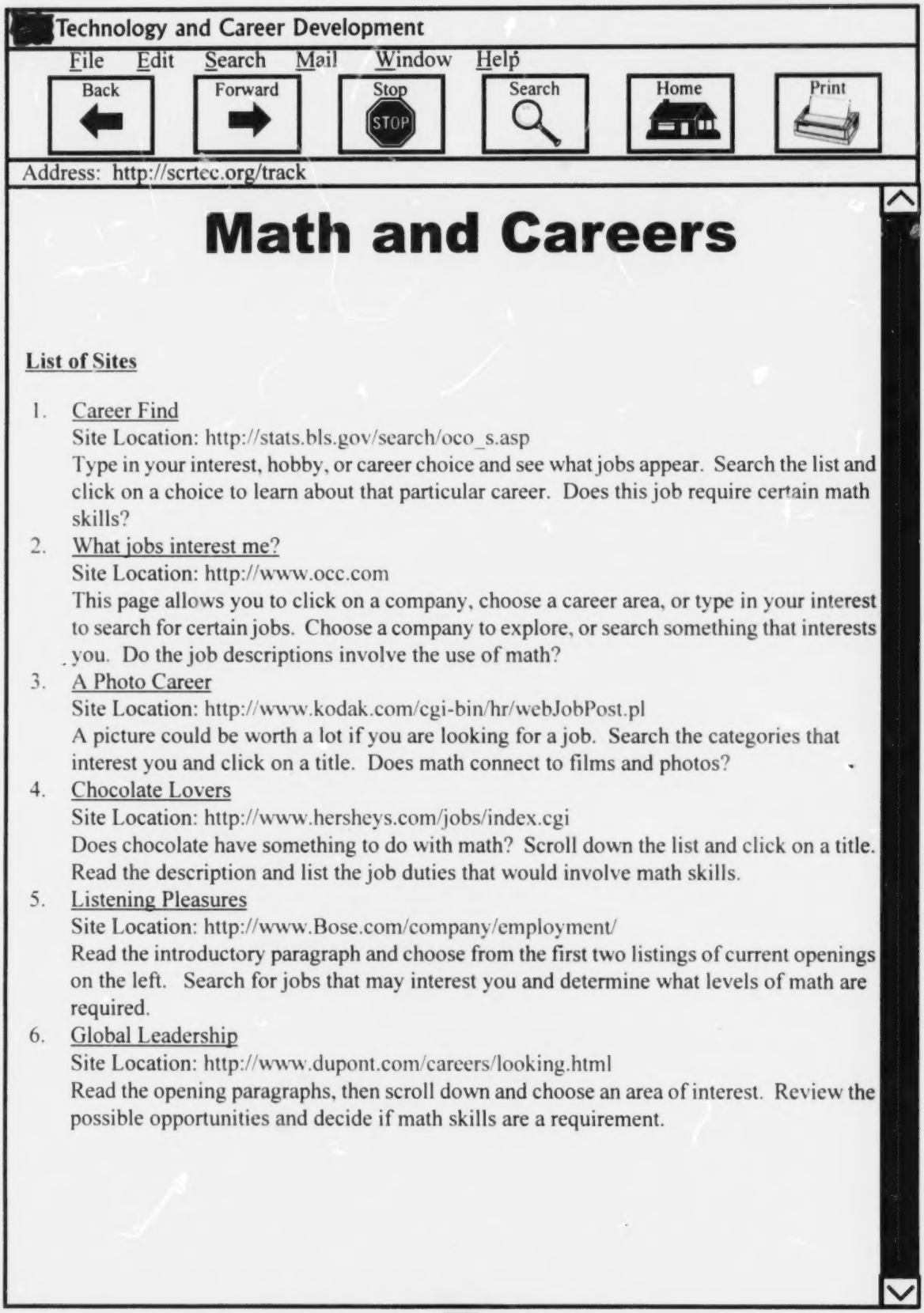
1. Electronic Greeting Cards
   Site Location: http://www.bluemountain.com
   Send electronic, animated greeting cards for any occasion.
2. Finding People
   Site Location: http://www.switchboard.com
   Find old friends; address, phone number, e-mail
3. Read A Map
   Site Location: http://www.mapquest.com
   Find directions from anywhere to anywhere. Also find closest restaurants, hotels, and other attractions.
4. Online Game-Mudball
   Site Location: http://www.broderbund.com
   Play Mudball online, for people who have nothing better to do.
5. Crayola Site
   Site Location: http://www.crayola.com
   Games, crafts, and art are included
6. More Games and Fun
   Site Location: http://www.bonus.com
   Online games, "kid safe"
7. Yahooligans
   Site Location: http://www.yahooligans.com
   Fun and safe for kids on Yahoo
8. Sports
   Site Location: http://www.espn.com
   Fast and up to the minute sports results
9. Warner Brothers
   Site Location: http://www.wbanimation.com
   Looney toons for all you looneys
10. A View of the World
    Site Location: http://www.cityview.com
    Look at the world outside your own
11. Translate Web Sites and Phrases
    Site Location: http://www.babelfish.altavista.digital.com/cgi-bin/translate?
    Translate valuable info on web pages from English to five other languages and back



Fun With Technology

List of Sites (continued)

12. Safe and Clean Freeware and Shareware
    Site Location: http://www.download.com
    Games, utilities, browsers, software and other good free stuff
13. Images for Web Pages
    Site Location: http://www.angelfire.com/doc/graphics.html
    Icons, buttons, backgrounds and GIF
14. Puzzles and More
    Site Location: http://www.puzzlemaker.com
    Puzzles and more, such as word searches, creating puzzles and puzzle games.
15. National Geographic
    Site Location: http://www.nationalgeographic.com
    Neat places to visit and learn about more stuff.
16. Lots of Great Stuff
    Site Location: http://www.jumbo.com/pages/kids/
    Wonderful site for games, comics, jokes, crafts, and more!
17. Yo Weather
    Site Location: http://www.weather.com
    Five-day forecasts to determine the best places to be.
18. Garfield
    Site Location: http://www.garfield.com
    If you love cats and despise dogs, you will love this site.
19. For the Hopeless Romantic
    Site Location: http://www.800florals.com/virtual12/
    Great for the cheap, hopeless romantic without any virtual means of support.
20. History Channel
    Site Location: http://www.historychannel.com
    Everything you never wanted to know about what possibly happened a long time ago or maybe yesterday.
21. Mind Games
    Site Location: http://www.tlc.com/mind/mind.html
    Mind games for stretching and exercising the muscle between your ears.
22. Hallmark
    Site Location: http://www.hallmark.com
    Send animated cards to the unanimated object of your affections.



Math and Careers

List of Sites

1. Career Find
   Site Location: http://stats.bls.gov/search/oco_s.asp
   Type in your interest, hobby, or career choice and see what jobs appear. Search the list and click on a choice to learn about that particular career. Does this job require certain math skills?
2. What jobs interest me?
   Site Location: http://www.occ.com
   This page allows you to click on a company, choose a career area, or type in your interest to search for certain jobs. Choose a company to explore, or search something that interests you. Do the job descriptions involve the use of math?
3. A Photo Career
   Site Location: http://www.kodak.com/cgi-bin/hr/webJobPost.pl
   A picture could be worth a lot if you are looking for a job. Search the categories that interest you and click on a title. Does math connect to films and photos?
4. Chocolate Lovers
   Site Location: http://www.hersheys.com/jobs/index.cgi
   Does chocolate have something to do with math? Scroll down the list and click on a title. Read the description and list the job duties that would involve math skills.
5. Listening Pleasures
   Site Location: http://www.Bose.com/company/employment/
   Read the introductory paragraph and choose from the first two listings of current openings on the left. Search for jobs that may interest you and determine what levels of math are required.
6. Global Leadership
   Site Location: http://www.dupont.com/careers/looking.html
   Read the opening paragraphs, then scroll down and choose an area of interest. Review the possible opportunities and decide if math skills are a requirement.

Technology and Career Development

File Edit Search Mail Window Help

Back Forward Stop Search Home Print

Address: http://scrtec.org/track

Math and Careers

continued

List of Sites

7. Fiber Loop Access
   Site location: http://www.bbt.com/
   Click on Career Opportunities on the left. Scroll down to Current Job Offerings and click. Search the current offerings and decide what positions require the ability to collect, organize, analyze, describe, and make predictions with data.
8. Best For Your Money
   Site Location: http://www.bestbuy.com/
   Scroll down and find Career Center under Company Info and click. Under Career Center, choose what openings you want to explore. Under National Openings, scroll down to get an overview of general openings. Now choose South Carolina and find an opening that requires knowledge of ratios, rates, and percentages.
9. Trucks and More
   Site Location: http://www.mack.com/cp_8.htm
   Scroll down the page until you see examples of recent recruiting efforts. Continue scrolling to view job descriptions. What jobs require technical training? Are there any listings that do not require a four-year degree?
10. Car Parts and More
    Site Location: http://www.autozone.com/careers/job_listings.html
    Can you find two jobs that require collecting, organizing, analyzing, describing, and making predictions with data?

Famous Mis-Quotes on Technology:

"Who in their right mind would ever need more than 640k of RAM!?" --Bill Gates, 1981

"I think there is a world market for maybe five computers."
--Thomas Watson, Chairman of IBM, 1943

Dream career

s • u • b • j • e • c • t

All subjects

national • career • development • guidelines

V, VII, IX, X

P • A • S • S • Objective

Instructional Technology: I, IV, VII; Technology IX, XIII

g • r • a • d • e • l • e • v • e • l (Middle/High School)

STUDENT • OBJECTIVES

Find the URL (address) listed.
Use nouns and adjectives to describe their preferences in an occupation.
Connect school skills with work skills.

• ACTIVITIES •

Go to http://scrtec.org/track/tracks/f01475.html on the Internet. Make a puzzle that describes the occupation of your dreams. These words may be related to the nature of career, tools, education, earnings, location, career cluster, etc. After your puzzle is completed, remember to run the answer sheet. Print the puzzle for your classmates to work. Two other links are provided with additional activities.

• MATERIALS/SUPPLIES • NEEDED •

Internet access or copies of the sample puzzle.

• EVALUATION •

Crossword puzzle with answer sheet and copies for classmates.

Making Tracks

Your Name: Joyce Hart

Your E-mail Address: jhart@okvotech.org

☒ Put my e-mail address on my track so users can send comments.

Track's Title: Dream Career

Subject area:

(you may choose more than one)

- Arts
- Foreign Language
- Language Arts
- Math
- Science
- Social Sciences
- Business
- Health/PE
- Resource
- Technology
- Other

Grade Level:

(you may choose more than one)

- Early Childhood
- Primary (K-2)
- Intermediate (3-5)
- Middle (6-9)
- High School (9-12)
- College
- Other
- Demo

Description of Track:

(Note: you can use HTML, but it is not necessary)

School skills will make a difference in your future career options.

Password: ***

This must be the password you submitted when you created the track. You must have the correct password for any changes to be made.

Links

If this is your first time using this form, it is suggested that you read the help.

Current Link: 1 Total Links: 1

Previous | Next | Insert | Delete

Title: Puzzles and More

URL: http://www.puzzlemaker.com

Make a puzzle using words that describe the occupation of your dreams. These words may be related to nature of career, tools, education, earnings, location or career cluster. After your puzzle is completed, remember to run the answer sheet. Print the Puzzle for your classmates to work.

After the information has been submitted, you may see your Track by clicking on the "Check out the Tracks" link from the TrackStar Home Page. That link will take you to an alphabetized index.

Edit Track | Delete Track | Clear Form

DREAM CAREER

S V T O B V W Z T E R I S O C
I P O H J Z H V R Y S S V C A
I M S T E F L E X I B L E I F
A O M Y F J T U R K S H L N U
W N Y V A U P G E C G Y J D I
A E K S P D E C S W N X L O N
H Y K M V S G S O B I Y E O D
N C O R X H P E U T N X V R E
S C T R T Z L K R O I M A O P
V D M J H H E N C D A S R G E
H B L P S T X E E V R G T U N
H D P I K X G Z S U T W E A D
O H W Y W F V L P Q B J Y M E
E D M M J G O J U D P G I H N
B K K N I H D N Z O S U L S T

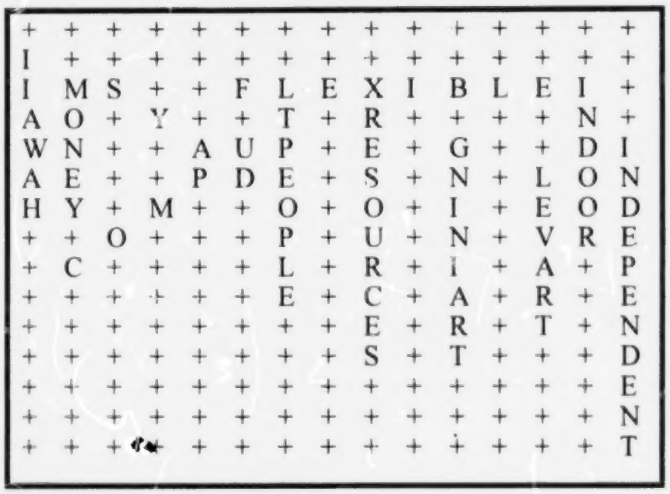
COMPUTER
HAWAII
MONEY
TRAINING
DAYS
INDEPENDENT
PEOPLE
TRAVEL
FLEXIBLE
INDOOR
RESOURCES

11 OF 11 words were placed into the puzzle.

Solution
This puzzle was created at www.puzzlemaker.com by Network Solution Developers, Inc.

Puzzlemaker

Word Search Solution - Dream Career



+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
I	+	+	+	+	+	+	+	+	+	+	+	+	+	+
I	M	S	+	+	F	L	E	X	I	B	L	E	I	+
A	O	+	Y	+	+	T	+	R	+	+	+	+	N	+
W	N	+	+	A	U	P	+	E	+	G	+	+	D	I
A	E	+	+	P	D	E	+	S	+	N	+	L	O	N
H	Y	+	M	+	+	O	+	O	+	I	+	E	O	D
+	+	O	+	+	+	P	+	U	+	N	+	V	R	E
+	C	+	+	+	+	L	+	R	+	I	+	A	+	P
+	+	+	+	+	+	E	+	C	+	A	+	R	+	E
+	+	+	+	+	+	+	+	E	+	R	+	T	+	N
+	+	+	+	+	+	+	+	S	+	T	+	+	+	D
+	+	+	+	+	+	+	+	+	+	+	+	+	+	E
+	+	+	+	+	+	+	+	+	+	+	+	+	+	N
+	+	+	+	+	+	+	+	+	+	+	+	+	+	T

(Over, Down, Direction)

COMPUTER (2, 9, NE)
DAYS (6, 6, NW)
FLEXIBLE (6, 3, E)
HAWAII (1, 7, N)
INDEPENDENT (15, 5, S)
INDOOR (14, 3, S)
MONEY (2, 3, S)
PEOPLE (7, 5, S)
RESOURCES (9, 4, S)
TRAINING (11, 12, N)
TRAVEL (13, 11, N)

"This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us."

-Western Union internal memo, 1876

"I have traveled the length and breadth of this country and talked with the best people, and I can assure you that data processing is a fad that won't last out the year."

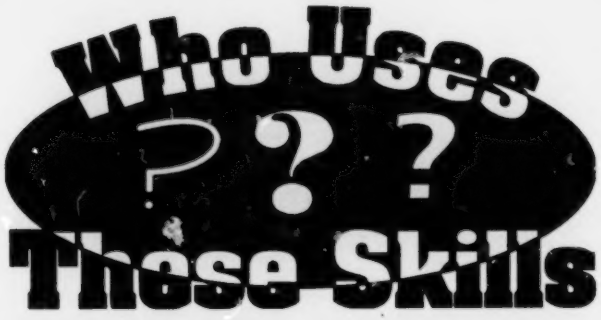
-The editor in charge of business books for Prentice Hall, 1957

"Airplanes are interesting toys but of no military value."

-Marechal Ferdinand Foch, Professor of Strategy

"The concept is interesting and well-formed, but in order to earn better than a 'C', the idea must be feasible."

-A Yale management professor in response to Fred Smith's paper proposing reliable overnight delivery service. (Smith went on to found Federal Express Corp.)



s • u • b • j • e • c • t

Math ■ Science ■ Language

national • career • development • guidelines

III, IV, V, VIII

P • A • S • S • Objectives

Math I, II; Science I, II, IV, V; Language I, II, III, IV

g • r • a • d • e • l • e • v • e • l (Middle/High School)

STUDENT • OBJECTIVES

Use latitude and longitude to identify a specific location.
Understand that the characteristics of a place influence our activities and career opportunities.
Write a descriptive paragraph.

• ACTIVITIES •

Go to http://nationalgeographic.com/education/ideas58/58summerho.html on the Internet. 1) Have students read the passage from "A Summer's Day" with a partner. 2) Provide students with maps of the United States showing latitude and longitude and ask students to find coordinates on the maps and name the states in which the coordinates lie (A. Arizona; B. Montana; C. Wisconsin; D. Florida). 3) Use the clues in the passage to identify the location of the story and complete the page. 4) Make a list of the workers who use map-reading skills in their careers. 5) Select some of the teams' coordinates and let other students identify the correct set of coordinates.
OPTION: Duplicate the Handout: A Summer Day. Begin with number 1 in the activities above.

• MATERIALS/SUPPLIES • NEEDED •

Reference map of the United States showing latitude and longitude, Internet access, or duplicates of "A Summer Day" handouts for each pair of students.

• EVALUATION •

Identification of correct coordinates; A descriptive paragraph; Set of four coordinates with one set correct; List of workers using map reading skills

Making Tracks

EXAMPLE

Your Name: Joyce Hart

Your E-mail Address: jhart@okvotech.org

☒ Put my e-mail address on my track so users can send comments.

Track's Title: Who Uses These Skills?

Subject area:

(you may choose more than one)

- Arts
- Foreign Language
- Language Arts
- Math
- Science
- Social Sciences
- Business
- Health/PE
- Resource
- Technology
- Other

Grade Level:

(you may choose more than one)

- Early Childhood
- Primary (K-2)
- Intermediate (3-5)
- Middle (6-9)
- High School (9-12)
- College
- Other
- Demo

Description of Track:

(Note: you can use HTML, but it is not necessary)

Map reading skills transfer to work skills.

Password: ***

This must be the password you submitted when you created the track. You must have the correct password for any changes to be made.

Links

If this is your first time using this form, it is suggested that you read the help.

Current Link: 1 Total Links: 1

Previous | Next | Insert | Delete

Title: A Summer Day

URL: http://www.nationalgeographic.com/education/education/ideas5

Annotation:

(Note: you can use HTML, but it is not necessary)

1) Using the clues written in the passage, identify the location of the story and complete the page. 2) Make a list of the workers who use map reading skills in their careers.

After the information has been submitted, you may see your Track by clicking on the "Check out the Tracks" link from the TrackStar Home Page. That link will take you to an alphabetized index.

Edit Track | Delete Track | Clear Form

EVER WONDER.....

Handout: A Summer Day

Forward to next 5-8 lesson Back to lesson Return to 5-8 Table of Contents page

It was a great summer day! The air was cool but felt warm on my back as my father and I loaded firewood onto the pickup truck. There were some maple, pine, and oak, but most of the wood was white birch. After loading the truck we drove home on the dirt road that led out of the woods.

It's my job to stack the firewood neatly in the shed next to our corn silos. It's also my responsibility to make sure that our herd of Guernseys is properly fed. I'm going fishing in our pond after I finish my chores. That's my favorite part of a summer day!

1. In what states are the following coordinates found?

A. 33° N latitude, 112° W longitude. Name the state.

_____

B. 47° N latitude, 105° W longitude. Name the state.

_____

C. 44° N latitude, 89° W longitude. Name the state.

_____

D. 28° N latitude, 82° W longitude. Name the state.

_____

2. This story most likely takes place in which one of the above states?
Give reasons for your answer.

_____

_____

_____

_____

3. Select one of the coordinates above or your own set and write two paragraphs (similar to the paragraphs above) describing some of the physical and cultural features of the area. Show your paragraphs (or read them aloud) to a classmate and see if he or she can determine which location (coordinates) you were describing.

_____

_____

_____

_____

_____

_____

_____

What's MATH got to do with it???

s•u•b•j•e•c•t

Math

national • career • development • guidelines

IV, VI, VII

P•A•S•S • Objective

IV

g•r•a•d•e • l•e•v•e•l (High School)

STUDENT•OBJECTIVES

Understand the relationship between education achievement and careers.
Understand the need for positive attitudes toward work and learning.
Locate, evaluate, and interpret information.
Identify skills needed for selected occupations.

•ACTIVITIES•

Go to http://scrtec.ort/track/tracksf01345.html on the Internet. Choose an occupation from the current job openings listed.

What does chocolate have to do with math? Click on a title, read the description and list job duties that would involve math. (This plan could be adapted to other subject areas.)

Option: Duplicate copies of the sample puzzle if Internet access is not an option.
*Other resources will be needed to research the duties of the occupations listed if access to the Internet is not available.

•MATERIALS/SUPPLIES•NEEDED•

Computer with Internet access, Pencil & Paper.

•EVALUATION•

List of job duties using math skills.

Other Resources: Occupational Outlook Handbook, Oklahoma Career Search, or other Career Resources.

Making Tracks

Your Name: Joyce Hart

Your E-mail Address: jhart@okvotech.org

☒ Put my e-mail address on my track so users can send comments.

Track's Title: What Has Math Got To Do With It?

Subject area:

(you may choose more than one)

- Arts
- Foreign Language
- Language Arts
- **Math**
- Science
- Social Sciences
- Business
- Health/PE
- Resource
- Technology
- Other

Grade Level:

(you may choose more than one)

- Early Childhood
- Primary (K-2)
- Intermediate (3-5)
- **Middle (6-9)**
- **High School (9-12)**
- College
- Other
- Demo

EXAMPLE

Description of Track:

(Note: you can use HTML, but it is not necessary)

Finding school math skills in Hershey's job openings. This lesson plan could be adapted to other subject areas.

Password: ***

This must be the password you submitted when you created the track. You must have the correct password for any changes to be made.

Links

If this is your first time using this form, it is suggested that you read the help.

Current Link: 1 Total Links: 1

Previous | Next | Insert | Delete

Title: Chocolate Lovers

URL: http://www.hersheys.com/jobs/index.cgi

Annotation:

(Note: you can use HTML, but it is not necessary)

Choose an occupation from the current job openings listed. What does chocolate have to do with math? Click on a title, read the description and list the job duties that involve math.

After the information has been submitted, you may see your Track by clicking on the "Check out the Tracks" link from the TrackStar Home Page. That link will take you to an alphabetized index.

Edit Track | Delete Track | Clear Form

[redacted]

Current Job Openings

OSS-S5-02	Control (Electrical) Engineer
MKN-S6-02	Assistant and Associate Brands Managers
ITI-S4-01	SAP ABAP/4 Client/Server Developer
ITI-S4-02	SAP BASIS Administrators
RND-S7-01	Laboratory Information Administrator
LOG-S5-03	Transportation Service Planner
MFG-S5-07	Mfg. Systems Designer/Senior/Associate Staff
MKT-S6-02	Associate Brands Manager, Pasta Food Services
HI-S4-01	Manager, International Financial Services
HI-S4-02	Associate Operations Analyst, Latin America
HI-S4-03	Business Manager
HI-S4-04	Associate Business Manager
HI-S4-05	Manager, Regional Operations Analysis, Europe
ITI-S4-13	Senior/Computer Systems Analyst
ITI-S4-14	Senior Business Systems Analyst/Lead Business Systems Analyst
RND-S6-01	Associate Staff/Staff Scientist

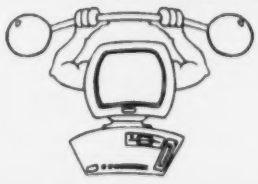
Back to Homepage

Hershey Foods Corporation

An Equal Opportunity Employer

Extra...Extra...Extra!!!

Famous Mis-Quotes on Technology!?



"Computers in the future may weigh no more than 1.5 tons."

--Popular Mechanics, forecasting the relentless march of science, 1949

TELECOMMUNICATIONS PROJECTS

by Melissa Matusevich

Since the early 1990s, students in Montgomery County have had access to the Internet through Virginia's Public Education Network. Then, funding from an NSF grant written by the Computer Science Department of Virginia Tech, in conjunction with the school division, allowed all schools to connect to the Internet via the Blacksburg Electronic Village. Through the use of telecommunications, my students have had the opportunity to participate in many projects resulting in worldwide contacts which have fostered greater global understanding. Descriptions of a few of the projects I designed and implemented follow. For details on how to develop and set up your own Internet projects, read my chapter, "**Learning and Teaching in a Virtual School**," in a recently released book by Artech, *Community Networks: Lessons Learned from Blacksburg, Virginia*.

Note: To infuse career awareness into these projects, a list of suggested career clusters follow each project.

A Comparison of Social Problems

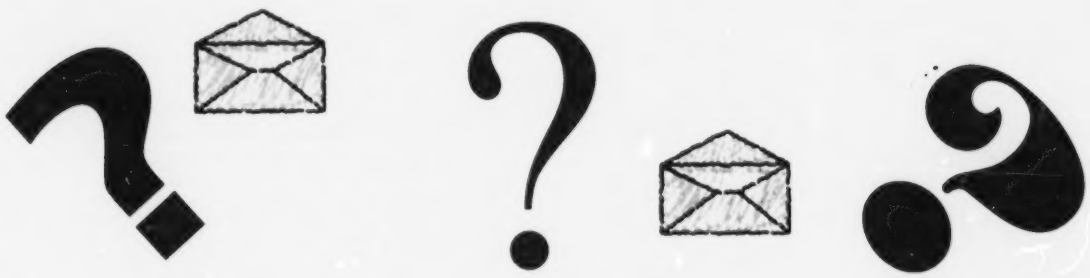
Fourth and fifth graders at Bethel Elementary compared the social problems of Virginia with those in other countries. The students composed the following letter which they sent by e-mail to volunteers in over a dozen countries:

Hello.

We are a group of nine and ten year old students who are studying world geography. This morning we had a class discussion focusing on the greatest social problems in our state, the Commonwealth of Virginia. Our list of problems included the following:

- Homelessness;
- Drug abuse;
- Racism;
- Other forms of prejudice,
- Gangs;
- Hunger;
- Crime; and
- Poor leadership.

After looking at these problems closely, we believe a common root cause for most of these problems is a lack of education. If people were better educated, many of these problems would be lessened.



We then looked at this fact: In Virginia our government spends six times as much incarcerating each prisoner than it does on each child attending school. We believe if we had better leaders, perhaps these amounts could be switched and many of our social problems would eventually be solved. If schools received the increased funding, we could have better equipment, more books, more teachers, programs designed to meet the real needs of learners, and so on. This would lead to more people being better educated.

What do you believe to be the greatest social problem in your country? What do you believe are the causes? What solutions would you recommend?

Thank you for taking the time to help us.

Responses arrived from Italy, Malaysia, Hong Kong, Britain, France, Canada, Sweden, and many other countries. One interesting reply, from Hong Kong, stated the following:

- Our greatest social problem is expensive housing; a 400 square foot apartment costs $2.2 million.
- We do not have a shortage of land. (That was my guess.) There is enough land for new construction, but developers buy up all the available land and hoard it to drive up prices artificially.
- This problem could be solved if our government would limit the amount of land a developer could buy or by requiring the land be built on within a certain period of time.

The students were excited when they received e-mail from Hong Kong. As always, they located Hong Kong on the world map. "Gosh, it's small," one of them commented. I explained that the correspondent had described the greatest social problem as expensive housing. The students and I trundled down to the cafeteria and, on the floor, used tape to mark a rectangle that equaled 400 square feet. We planned how we could use the space if it were an apartment. The kids complained that the space was far too small for a family. I then explained that our correspondent had described this size as an average apartment, one that is costly. I had students estimate what an expensive apartment this size might cost. Their final total was $70,000. Returning to our work area, I revealed the actual cost. Of course they were stunned. Our discussion went on to consider reasons for such a high value. Just as I had guessed, the students surmised that Hong Kong is land poor. I gave them the second piece of information—hoarding of land by developers—and told them they needed to devise a solution to this problem. Their solution matched the one suggested by the correspondent.

Career Clusters: Social Sciences, Construction, and Education

Discovering Earth's Fault Lines

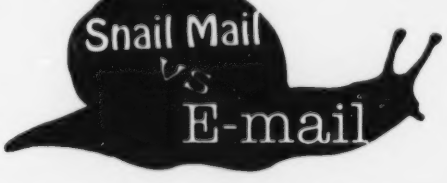
Each day fifth graders at Margaret Beeks Elementary School checked the earthquake report on the University of Michigan's online weather service. A colored pushpin was inserted into the earthquake site on a world map mounted on a bulletin board. After several months, students were able to locate the major fault lines on the earth by looking at the pattern of the pushpins.

Career Cluster - Science and Technical

Interactive Talk

After the fourth grade class at Margaret Beeks studied the country of Wales, they made contact with a graduate student living in Bangor. Paul Mather agreed to participate in an interactive talk session with the young students. While on-line with Paul, the fourth graders discovered that while they were preparing to go to lunch, he was getting ready to go home for dinner. Suddenly time zones became real for these students and made sense! After learning much more about Wales through this talk session, the students continued an e-mail relationship with their new friend. I demonstrated how to use lines of longitude to figure time in any location. For weeks afterward, every single globe in the school resided in my classroom. The kids couldn't keep their hands off of them. Every now and then I'd hear cries such as this, "Guess what! It is already ten o'clock tomorrow morning in New Zealand." How many kids do you know who are in love with lines of longitude?

Career Clusters – Science and Technical, Design, Communication and Art



Fourth graders at Margaret Beeks Elementary compared the amount of time it takes a letter sent from England by standard post (snail mail) to arrive in Blacksburg, Virginia with the length of time it takes a letter to arrive by e-mail. Our English contact mailed a letter from Northeast England via airmail. Students made predictions as to when the letter would arrive and made a class graph of the results. The predictions ranged from three days to two weeks. Already aware that e-mail is quite fast, students made predictions for the e-mail letter, and again, graphed the results. Eight days later the snail mail letter arrived. It required a mere thirty-eight seconds for the e-mail letter to arrive. One student was so intrigued with this information that he figured out mathematically just how many times faster the e-mail was.

Career Cluster – Personal Services

Cockney Rhyming Slang

Do you know why we call money "bread?" Fourth graders at Margaret Beeks found out when they compiled a list of Cockney rhyming slang phrases which they gathered by e-mail. What is Cockney rhyming slang? It is a coded language invented in the nineteenth century by Cockneys so they could speak in front of the police without being understood. Selected words are coded in two-word phrases which rhyme with the original word. However, only the first word of the phrase is used in conversation. Thus, "bread and honey" equals money and is called "bread." Other Cockney expressions are: "dog and bone" for telephone and "apples and pears" for stairs. One might fall down the apples in an attempt to answer the dog in a hurry. After collecting the many, many phrases, students wrote sentences for each other to decode. Can you guess what this means? His boat lit up when he found his lost titfer.

They uploaded their dictionary to schools requesting a copy after they read our announcement on a newsgroup. As always, chaos theory prevailed and lively exchanges ensued that extended our learning. (I particularly love projects where I learn right along with my students.) We received information about English backward slang as well as more entries for our rhyming dictionary. Then, one day, months later a snail mail letter arrived from Australia. An older gentleman had heard about our project from a teacher friend. He did not have Internet access, but wanted us to learn about Aussie rhyming slang, too. Quite similar to Cockney slang, Aussie slang was imported from England when settlers moved to Australia years ago. Our correspondent enthralled us with a warm story about sitting on his grandfather's knee as a child, listening to and learning Aussie slang. He had all but forgotten this experience until his talk with his teacher friend jogged the memory loose.

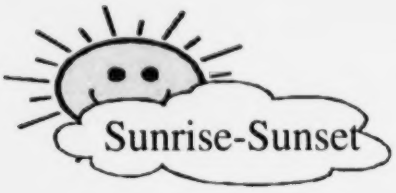
Career Cluster – Design, Communication, and Art

Comparison of Consumer Consumption

A fourth grade classroom at Margaret Beeks Elementary School made a comparative study of the amount of consumer goods they owned with the goods owned by people in other countries. The families of the twenty-six students, who are residents of Blacksburg, answered the student-designed survey telling how many bicycles, cars, microwave ovens, etc. they owned. Using e-mail, students administered the same survey to twenty-six people in foreign locations. A comparison of the data showed that Americans owned many, many times the consumer goods of people in other countries, yet used them less.

Career Clusters – Business, Sales and Marketing

TELECOMMUNICATION PROJECTS *continued*



Contacts in thirty locations worldwide sent the exact times of sunrise and sunset for January 11th. Fifth graders at Margaret Beeks took this raw data and first compiled it into a table, converting all times to a 24-hour clock for easy subtraction. The amount of daylight was calculated and students made a bar graph beginning on the left with the location experiencing the least sunlight. Then, the students took a blank world map and numbered the locations from the North to the South Pole. "Ahas!" were exclaimed as the students discovered the correlation between the amount of sunlight and the location on Earth. Of course, one student queried, "If Antarctica has the most sunlight, why is it the coldest place?" This led to an ad hoc science lesson about the earth's 23½ degree tilt.

Career cluster – Science and Technical

On many occasions I found contacts throughout the world who agreed to assist my students in learning geography. Fifth graders at Margaret Beeks generated a generic list of questions to send to each location. A serendipitous happening provided us with the most fascinating information. One student suggested a final question: "Is there anything interesting or unusual about your country which our other questions have not addressed?" When they heard back from Singapore, the contact told the students they might find it interesting that in Singapore it is illegal to chew gum, and you can be fined for not flushing the toilet! At first the students thought this was funny, but a discussion of personal freedoms followed. After reading the respondent's other answers more carefully, students soon realized that a large number of people live in a country which is only nine miles wide and fourteen miles long! Further discussion led students to understand that the folks in Singapore have given up many personal freedoms to live in a safe and clean environment.

The following year, Michael Faye, an American teenager was dealt a harsh punishment for spray painting graffiti—caining. One of my former students came by to see me. "Ms. M, everyone in my class was shocked that Singapore would allow such harsh punishments. But I remember what we learned last year and wasn't surprised at all."

Career Cluster – Social Sciences

GOBS of JOBS

s • u • b • j • e • c • t

Language, Math, Social Studies, and Computer

national • career • development • guidelines

Competencies I, II, IV, V, VI, VIII, IX, X, XI and XII.
See the National Career Development Guidelines.

P • A • S • S • Objective

Language Arts Writing I and II; Reading II and III; Math Process & Content Skills: I, IV and VI; Technology Skills: I, II, XIV; Information Skills: I, II and III.
Refer to Oklahoma State Department of Education PASS Book (Language, Math and Social Studies Skills for grades K-6).

g • r • a • d • e • l • e • v • e • l (K-6)

DESCRIPTION • OF • THE • LEARNING • UNIT

The Employment Office is a Career Awareness Unit that integrates the National Career Development Standards and the Oklahoma State Department of Education P.A.S.S. objectives. A project designed for all students in grades K-6, it promotes reading, math, computer, research and language skills. It also encourages positive social and public relation skills by involving business partners and parents, thus fostering a better working relationship between the school and community.

• ACTIVITIES •

- The teacher will discuss with students the importance of careers, career choices, and their effect on the economy and our lives.
- A guest speaker from the Employment Office will discuss the purpose and operation of the Employment Office, how certain careers require education and training, and what forms must be completed to be considered for employment (job applications, resumes, etc.).
- Students will learn to seek out employment by searching through the newspapers, accessing the Internet, and checking with businesses. Using the *Occupational Outlook Handbook*, students will list pertinent information to their choice of employment: salary, training/education required, possibilities for employment, location, etc.
- Students will learn to complete mock job applications, create resumes on the computer and prepare for the interview process (including appropriate attire, attitude, experience, education, and language skills).
- Students will tour the local Employment Office.

GOBS of JOBS *continued*

- Students will set up a small Employment Office where they must submit all necessary paperwork and participate in a mock interview. Students may design and display cardboard carrels and paper signs for the various parts of the office – Temp Service, List of Jobs Available, Sign-Up, Interview and Job assistance. Students will take on the different roles: Interviewer, Job Assistance Coordinator, Applicant, etc. All students should participate in at least one mock interview.
- Optional: As a follow-up, students may organize a small "Career Fair" where local businesses are invited to set up informational booths in the cafeteria. Students will be allowed to visit the booths and set up at least one mock interview with an employer.

TIMELINE•FOR•ACTIVITIES

2-5 days

•MATERIALS/SUPPLIES•NEEDED•

Newspapers, computers with Internet access, telephone, *Occupational Outlook Handbook*, mock application forms, sample resumes (resume computer software optional), cardboard, construction paper or butcher paper and crayons (or markers) for office carrels and office signs; Thank You notes to send to guest speakers and businesses for "sharing" with the students.

•EVALUATION•

Students will have an awareness of different careers available to them.

Students will be able to distinguish what training/education is needed for various careers, as well as approximate salary, geographic location, responsibilities, etc.

Students will be able to complete a job application.

Students will be able to create a resume.

Students will be able to successfully participate in an interview.

Students will understand the purpose and importance of an Employment Office and the people who work there.

Students will be able to interact with actual employers.

Students will learn to interact positively with peers and community workers.

CONSTRUCTING *careers*

s•u•b•j•e•c•t

Math and Language Arts

national • career • development • guidelines

Competencies II, III, IV, V, VI, VII, VIII, IX, X, XI and XII.
See the national Career Development Guidelines

P•A•S•S • Objective

Math Skills I, II, III, IV, V, VII, VIII, IX and X; Language Arts
Writing Program Skills I, II, III and IV; Reading I, II and III.
Refer to Oklahoma State Department of Education PASS Book
(Math, Language Arts Writing and Reading Skills).

g•r•a•d•e•l•e•v•e•l (4-6)

DESCRIPTION•OF•THE•LEARNING•UNIT

Constructing Careers is a Career Awareness Unit that integrates the National Career Development Standards and the Oklahoma State Department of Education P.A.S.S. objectives. A project designed for all students in grades 4-6, it promotes math computation, reasoning and problem-solving skills as well as reading and writing skills. Through cooperative learning, it promotes teamwork among students, fostering positive peer interaction. It also involves business partners and parents, thus fostering a better working relationship between the school and community.

•ACTIVITIES•

- The teacher will discuss with students the many job opportunities available in the world of construction.
- The teacher will have a guest speaker (preferable the site superintendent) from a local construction company visit with students to discuss the many career options and responsibilities involved in construction. A field trip and tour to a local construction company might also be an option for the students.
- Using cooperative learning, the teacher will divide the students into groups of 3-4 students and assign duties accordingly.
- The teacher will ask each group of students to form a construction company to construct a bridge, explaining that other "companies" or groups will also be competing for this job with a bid (bidding should be explained prior to the beginning of this unit).
- The teacher will pass out the blueprint to each company and ask each to determine the amount of raw materials needed and the approximate time frame to complete the project.
- The teacher will pass out the Student Work Sheet to each company and have each develop a budget and submit a "bid" as well as a written plan for the construction of the bridge.

- After examining the submitted bids and plans, the teacher will have each of the companies build their bridge following the blueprint.
- Companies will complete a one-page journal which explains how the group worked together. Sample items may include: which students demonstrated leadership; the importance of all members doing their "jobs" and the difference that team work played; the importance and relevance of the blueprint, budget and plans to the final product; the time frame and its importance.
- The companies will display their finished "bridges," inviting parents and other classes to visit their "construction sites" as they share their bids and plans.

TIMELINE•FOR•ACTIVITIES

4-5 class sessions

•MATERIALS/SUPPLIES•NEEDED•

Approximately 40 – 45 popsicle sticks (with holes drilled on each end) per company; 40 – 45 small screws and bolts per company; Blueprint Worksheet; Student Work Sheet; pencils; calculators (optional); and tables.

•EVALUATION•

Students will be able to identify the job opportunities available in the world of construction.

Students will make the connection between math and its relevance to the work world.

Students will learn the importance of teamwork and each doing his/her delegated duties.

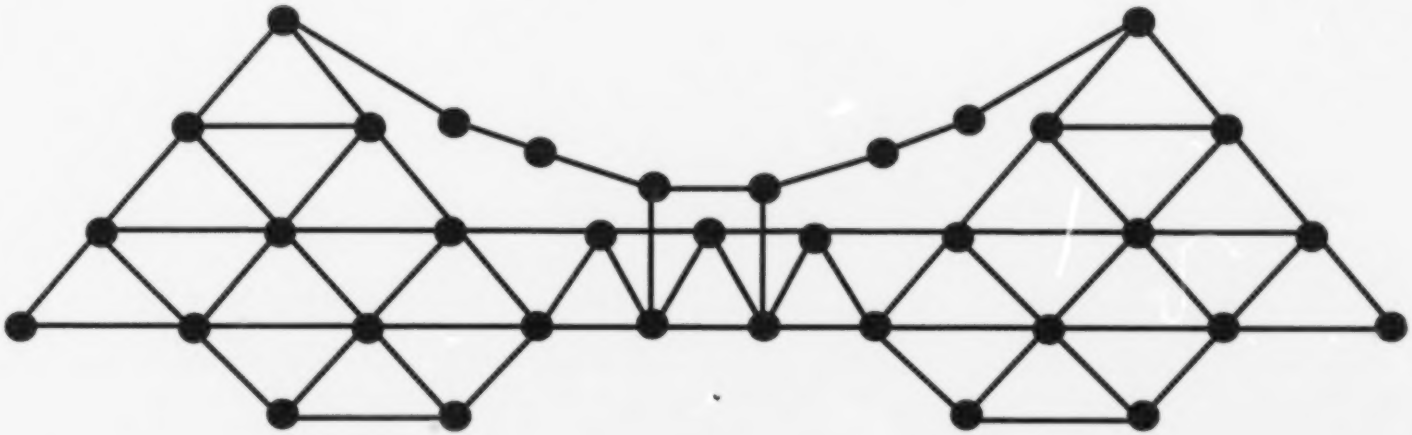
Students will learn the importance of decision-making.

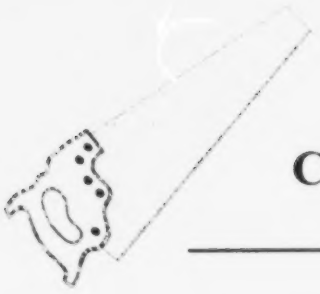
Students will learn the importance of positive peer interaction.

Students will be able to role-play the occupations associated with construction careers.

Students will be able to display/discuss their finished product with others.

CONSTRUCTING *careers*





Student Work Sheet

Construction Company Name

_____

Construction Company Members

_____

_____

_____

_____

_____

Price List:

Working Time:	$1,000.00 per minute
Beams:	$ 100.00 each
Nuts and bolts:	$ 7.50 each

Estimate Cost of Construction

Item	Number	Unit Cost	Total
Nuts and Bolts:	_____	_____	_____
Beams:	_____	_____	_____
Minutes:	_____	_____	_____

GRAND TOTAL _____

Study your blueprint very carefully. Estimate the number of beams, nuts and bolts you will need for your project. How many minutes will it take?

suited for SUCCESS

s•u•b•j•e•c•t

Language Arts and Social Studies

national • career • development • guidelines

Competency II, IV, V, and VI.
See the National Career Development Guidelines

P•A•S•S • Objective

Language Arts Writing Program Skills: I, II, III, and IV; Reading: I, II, and III; Social Studies: III.
Refer to Oklahoma State Department of Education PASS Book (Language Arts Writing, Reading and Social Studies Skills for grades K-3)

g•r•a•d•e • l•e•v•e•l (K-3)

DESCRIPTION•OF•THE•LEARNING•UNIT

Suited for Success is a Career Awareness Unit that integrates the National Career Development Standards and Education P.A.S.S. objectives. A project designed for all students in grades K-3, it promotes social and language skills, creative expression and play, decision-making, and positive peer interaction. It also involves business partners and parents, thus fostering a better working relationship between the school and community.

•ACTIVITIES•

- The teacher will read stories relating to careers to the students.
- The teacher will invite guests/parents who represent the various careers to come into the classroom to talk about the kind of work they do and what their "tools of trade" are.
- Students will discuss the different types of jobs and what might be needed for each. Students also share their interests relating to careers.
- Students will describe the career clothing and the necessary equipment/tools as well as the skills needed for each occupation.
- Students will role-play the various careers that the clothing and tools represent.
- Students will explore what about each of the various careers interests them, as well as the pros and cons of each. Grades 2 & 3 will also complete the worksheet, "Who Does It?" (attached) in which they draw or paste a picture of a worker underneath the correct category.

continued

- Students will choose an occupation that is appealing to them. The children may then pretend with the props and costumes.
- Students will draw pictures of themselves in action in the occupation of choice and then share with the class. The pictures will later be displayed on a bulletin board before being placed in student portfolios.

TIMELINE•FOR•ACTIVITIES

3-5 days

•MATERIALS/SUPPLIES•NEEDED•

CAPS (Career Awareness Program Skills) Reading Series (Grades K-3); costumes/clothing, props and hats which represent the different careers; tools and equipment representing the various careers; pencil, paper and crayons (or markers) for drawings; construction paper to mat the student drawings for display; Student portfolios or manila folders for students to create their own portfolios; "Who Does It?" worksheet (from *Career Development Activities: Elementary Level)*; Thank You notes to send to Guest Speakers for "sharing" with the students.

•EVALUATION•

Students will be able to identify the kinds of work people do.

Students will be able to tell about what types of clothing might be worn in the various careers as well as the equipment needed for that work.

Students will be able to role-play an occupation in which they might be interested.

Students will be able to display/discuss a drawing of themselves in action in their career of choice.

WHO does it

Name _____

Have students draw or paste a picture of a worker who does the job referred to by each question.

WHO ENTERTAINS US?	WHO WORKS OUTSIDE?
WHO GIVES US FOOD TO EAT?	WHO WORKS INSIDE?

WHO does it

(CONTINUED)

Name _____

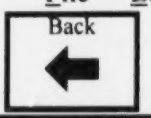
Have students draw or paste a picture of a worker who does the job referred to by each question.

WHO USES A BRUSH AND PAINTS?	WHO HAS A BADGE AND WHISTLE?

WHO NEEDS WATER TO DO HIS OR HER WORK?

Technology and Career Development

File Edit Search Mail Window Help



Address: Janet.E.Alexander@Widener.edu or Marsha.A.Tate@Widener.edu

Checklist for a Personal Home Page
How to Recognize a Personal Home Page

A Personal Home Page is one published by an individual who may or may not be affiliated with a larger institution. Although the URL Address of the page may have a variety of endings (e.g. *.com, .edu,* etc.), a tilde is frequently (~) embedded somewhere in the URL.

Questions to Ask About the Page

Note: The greater number of ***"yes"*** answers to these questions, the more likely the source is of high quality. The questions in **Bold Type** must be answered ***"yes"*** for the source to be of value in your research.

Criterion #1: AUTHORITY

- ☐ **Is it clear what individual is responsible for the page?**
- ☐ Does the individual responsible for the page indicate his or her qualifications for writing on this topic?
- ☐ **Is there a way of verifying the legitimacy of this individual?** (Because it is difficult to verify the legitimacy of an individual, personal home page may be a useful source for personal opinion but use extreme caution when using them as a source for factual information.)

Criterion #2: ACCURACY

- ☐ Are the sources for any factual information clearly listed so they can be verified in another source? (If not, the page may still be useful to you as an example of the ideas of the individual, but it is not useful as a source of factual information.)
- ☐ Is the information free of grammatical, spelling, and other typographical errors? (These kinds of errors not only indicate a lack of quality control, but can actually produce inaccuracies in information.)

Criterion #3: OBJECTIVITY

- ☐ Are the person's biases clearly stated?

Criterion #4: CURRENCY

- ☐ Are there dates on the page to indicate:
  - A. When the page was written?
  - B. When the page was first placed on the Web?
  - C. When the page was last revised?
- ☐ Are there any other indications that the material is kept current?

Criterion #5: COVERAGE

- ☐ Is there an indication that the page has been completed, and is not still under construction?

Checklist for an Informational Web Page
How to Recognize an Informational Web Page

An Informational Web Page is one whose purpose is to present factual information. The URL Address frequently ends in .edu or .gov, as many of these pages are sponsored by educational institutions or government agencies.

Examples: Dictionaries, thesauri, directories, transportation schedules, calendars of events, statistical data, and other factual information such as reports, presentations of research, or information about a topic.

Questions to Ask About the Web Page

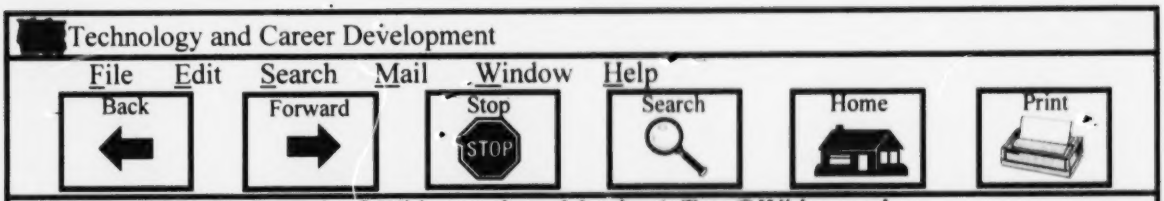
Note: The greater the number of questions listed below answered "yes", the more likely the source is of high quality. The questions in **Bold Type** must be answered "**yes**" for the source to be of value in your research.

Criterion #1: AUTHORITY

- Is it clear who is sponsoring the page?
- Is there a link to a page describing the purpose of the sponsoring organization?
- Is there a way of verifying the legitimacy of the page's sponsor? That is, is there a phone number or postal address to contact for more information? (Simply an email address is not enough.)
- Is it clear who wrote the material and are the author's qualifications for writing on this topic clearly stated?
- If the material is protected by copyright, is the name of the copyright holder given?

Criterion #2: ACCURACY

- Are the sources for any factual information clearly listed so they can be verified in another source?
- Is the information free of grammatical, spelling, and other typographical errors? (These kinds of errors not only indicate a lack of quality control, but can actually produce inaccuracies in information.)
- Is it clear who has the ultimate responsibility for the accuracy of the content of the material?
- If there are charts and/or graphs containing statistical data, are the charts and/or graphs clearly labeled and easy to read?



Checklist for an Informational Web Page
How to Recognize an Informational Web Page

Criterion #3: OBJECTIVITY

- ☐ Is the information provided as a public service?
- ☐ Is the information free of advertising?
- ☐ If there is any advertising on the page, is it clearly differentiated from the informational content?

Criterion #4: CURRENCY

- ☐ Are there dates on the page to indicate:
  - a. When the page was written?
  - b. When the page was first placed on the Web?
  - c. When the page was last revised?
- ☐ Are there any other indications that the material is kept current?
- ☐ If material is presented in graphs and/or charts, is it clearly stated when the data was gathered?
- ☐ If the information is published in different editions, is it clearly labeled what edition the page is from?

Criterion #5: COVERAGE

- ☐ --Is there an indication that the page has been completed, and is not still under construction?
- ☐ --If there is a print equivalent to the Web page, is there a clear indication of whether the entire work is available on the Web or only parts of it?
- ☐ --If the material is from a work which is out of copyright (as is often the case with a dictionary or thesaurus) has there been an effort to update the material to make it more current?

The Informational Home Page and Web Pages provided by:
Jan Alexander & Marsha Ann Tate 1996-1998
Janet.E.Alexander@Widener.edu or Marsha.A.Tate@Widener.edu
Wolfgram Memorial Library, Widener University
One University Place
Chester, PA 19013
URL for this page: http://www.science.widener.edu/withers/perspg.htm

Tips on VIDEO CONFERENCING

Video conferencing is the combination of dedicated audio, video, and communications networking technology for real-time interaction, often used by groups of people who gather in a specific setting to communicate with other groups of people.

Typical Applications of Video Conferencing:

Instruction and Training
Business Meetings
Telemedicine

Why Use Video Conferencing?

Provides extended, timely access to information, education, and training
Allows real-time, interactive collaboration among people at several locations
Saves money on travel, lodging
Reduces non-productive travel time
Reduces security risks

With Whom Can We connect? (Our Network)

OneNet: a statewide, digital network providing full-motion interactive video conferencing between individual or multiple sites

22 Vo-Tech campuses
30 colleges and universities
Numerous public schools
Several state agencies

Planning a Video Conference:

Define purpose and desired outcomes
Determine if a meeting is necessary
Determine topics to cover
Determine the best format for discussion
Estimate the length of the meeting
Identify participants
Contact video conferencing coordinator
    Determine, confirm a time (and place)
Choose locations
    Notify participants
    Prepare presentation materials

Preparing Yourself

Get comfortable with the medium

- Watch someone else do it
- Talk with experienced users
- Practice off line
- Relax
- Prepare your media

Computer presentations

- Dark backgrounds
- Bright, bold text
- No text smaller than 36 points
- Avoid reds
- Bullets rather than full text
- Avoid dense text
- Turn off screen saver

Document stand (text)

- Landscape format
- Black type on white paper
- Use bullets rather than full text

Document stand (graphics)

- Landscape format
- Be colorful
- Zoom in
- Be creative

Tips for Presenters/Instructors/Facilitators

- Provide handouts at each remote site
- Promote interactivity
- Use instructional media when appropriate
- Keep receiving sites involved
- Maintain eye contact

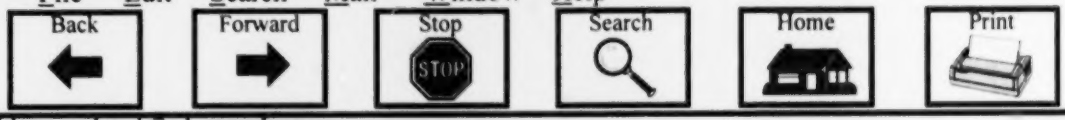
Tips for Participants/Students

- Pay attention
- Remember you are on TV
- Stay involved with the conference

Contact Rusty Muns, Oklahoma Department of Vo-Tech, (405) 743-5486 for more information

Technology and Career Development

File Edit Search Mail Window Help



Address: rbonj@okvotech.org

Hints and Tips for Using Internet in your Classroom

Don't just leave a "search session" wide open!

- --Prepare lessons with specific purposes in mind. Guide your students through sessions.
- --Set the font to a large size, which allows you to easily monitor what is on the screens at all times.
- --Teach the lesson before you allow students to go on-line, as you will lose their attention once they get into the searches.
- --Have two students work together on searches, holding both accountable for the results. Two heads may be better than one, and one will keep the other "honest." Just make sure each student does get a chance at the keyboard.
- --On assignment sheets, always ask for the students to record their URLs. You can check out to see if the sites are "real," and, if they have good information, you have a reference for next time!
- --Make sure you have a signed agreement on file from each student saying they understand and will abide by the Acceptable Use Policy adopted by your school board.

Hints and Tips for Great Presentations

- --Use the 7 x 7 rule: No more than 7 lines per screen, and no more than 7 words per line.
- --Keep graphics related to the text.
- --Place graphics on the left to lead the eye into the text.
- --Do not use less than 36-point font for presentations.
- --Keep backgrounds simple, not distracting.
- --Left align text instead of centering when you have a list of items.
- --Do not use all caps!
- --Keep it simple! Use words as keys – not every detail.
- --Only use bullets for lists, not for several lines of text which are related:

  NOT-- Row, Row, Row
  Your Boat…..
- --Dark background with light letters are easier to see.
- --Yellow or white letters are best.
- --Dark blue backgrounds are "soothing" to the eyes.

Contact Rose Bonjour, Oklahoma Department of Vo-Tech, (405)-743-5491 for more information.

TECHNOLOGY CAREERS

BULLETIN BOARD IDEAS

WHO HAD THAT BRIGHT IDEA?!!

"But what . . . is it good for?"
--Engineer at the Advanced Computing Systems Division of IBM, 1968, commenting on the Microchip.

"We don't like their sound, and guitar music is on the way out."
--Decca Recording Co. rejecting the Beatles, 1962

"The wireless music box has no imaginable commercial value. Who would pay for a message sent to nobody in particular?
--David Sarnoff's associates in response to his urging for investment in the radio in the 1920's.

"There is no reason anyone would want a computer in their home."
--Ken Olson, president, chairman and founder of Digital Equipment Corp., 1977

BEST COPY AVAILABLE

This publication is printed and issued by the Oklahoma Department of Vocational and Technical Education as authorized by 70 O.S. 1981, Sec. 14-104, as amended. 8,000 copies have been prepared and distributed at a cost of $5802.87. Copies have been deposited w , the Publications Clearinghouse of the Oklahoma Department of Libraries.
The Oklahoma Department of Vocational and Technical Education does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. 99-013450